

Montessori Curriculum Alignment to Wisconsin Model Academic Standards

*Standard Analysis compiled by Tamara Sharp, December 2007
Summary remarks compiled by Chippewa Valley Montessori Teachers*

ENGLISH/LANGUAGE ARTS		
	Content Standards Framed as “Students in Wisconsin will...”	Performance Standards addressed fewer than 3 times in curriculum
A	Reading/Literature – read & respond to a wide range of writing to build an understanding of written materials, of themselves and of others	A4.1h identify purpose for reading A4.2 c summarize, identify cause-effect, interpret, connect reading A4.2d extend literal meaning; evaluate text A8.4a interpret technical resources: tables, charts, schedules, timelines
B	Writing – write clearly & effectively to share information & knowledge, to influence & persuade, to create & entertain	B4.1d, 8.1f write in a variety of situations; adapt strategies
C	Oral Language – listen to understand & will speak clearly & effectively for diverse purposes	C4.1c speak from notes or brief outline C8.1 (all) orally communicate information, opinions, ideas effectively C8.3 h display facial expressions, body language that respect speaker C8.3i attend to content of discussion rather than the speaker C8.3j participate in discussion without dominating C8.3k distinguish between supported/unsupported statements
D	Language – apply knowledge of the nature, grammar & variations of American English	D4.2, 8.2 recognize/interpret various uses/adaptations of language in social, cultural, regional, professional situation; learn to be flexible in use
E	Media & Technology – use media & technology critically & creatively to obtain, organize, prepare & share information; to influence & persuade; to entertain & be entertained	E4.1, 8.1 use computers to acquire, organize, analyze, communicate info E4.2, 8.2 Make informed judgments about media/products E4.3, 8.3 create products appropriate to audience & purpose E4.4, 8.4 demonstrate a working knowledge of media production/distribution E4.5, 8.5 analyze/edit media work as appropriate to audience & purpose
F	Research & Inquiry – locate, use & communicate information from a variety of print & non print materials	Integrated in Great Lessons and other content areas

Other Comments

Language Arts standards were strong in phonetic awareness, grammar, sentence mechanics through functions of words, and grammar boxes. The weaknesses were in the area of reading comprehension, summarizing main ideas, interpreting messages from a wide variety of media sources, inference, publishing multiple drafts, steps of the writing process, research and other ITLS items. Professional development was offered to CVM teachers to develop some of these skills on:

- Words their Way
- S.M.A.R.T.
- First Steps
- Writer’s Workshop

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- ITLS skills

MATHEMATICS

Content Standards Framed as “Students in Wisconsin will...”		Performance Standards addressed fewer than 3 times in curriculum
A	Mathematical Processes – draw on a broad body of mathematical knowledge & apply a variety of mathematical skills & strategies including reasoning, oral & written communication & use of appropriate technology when solving mathematical, real world & non routine problems	A8.2 communicate logical arguments to show why results make sense A8.3 analyze non-routine problems by modeling, illustrating, etc. A8.4 develop effective oral/written presentations on mathematics A8.6 read & understand mathematical texts, other instructional materials
B	Number Operations & Relationships – use numbers effectively for various purposes such as counting, measuring, estimating & problem solving	B4.2c determine number of things in a set by estimation, rounding B4.5c, e in problem solving, use estimation, a calculator B4.6 add & subtract fractions with like denominators B8.4 express order relationships among rational numbers with symbols B8.7d in problem solving use technology
C	Geometry – use geometric concepts, relationships & procedures to interpret, represent & solve problems	C4.1f describe 2-3D figures-explain how figures are related to objects in environment C4.3 identify & use relationships among figures: location, position, intersection C4.4 use 2-D coordinate systems to find locations on maps & to represent points & simple figures C8.1e describe complex 2-3D figures; explain relation to objects in environment C8.5 locate objects using rectangular coordinate systems
D	Measurement – select & use appropriate tools including technology & techniques to measure things to a specified degree of accurate in problem solving situations	D4.2b demonstrate measurement techniques in use/conversion of units within a system (kilograms and grams, etc.) D4.3 read & interpret measuring instruments D4.4b, c, e, f determine measurement directly: weight/mass to nearest ounce or 5 grams; temperature to 5 degrees; dollars to cents; liquid capacity to nearest fluid ounce D8.1 describe attributes in situations where they are not easily measured D8.2 demonstrate understanding of basic measurement facts, techniques D8.3 determine measurement directly using standard units D8.4 determine measurement indirectly
E	Statistics & Probability – use data collection & analysis, statistics & probability in problem solving situations, employing technology where appropriate	E4.1, 8.1 work with data in context of real world situations E4.2 describe sets of data: range, mode, mean, etc. E4.3 in problem solving, read, extract, use information in graphs, tables E4.4 determine if future events are likely to occur E4.5 predict outcomes of future events & test predictions using data E8.2 organize & display data from statistical investigations E8.3 extract, interpret, analyze information from displayed data E8.4 use results of data to make predictions, draw conclusions, etc. E8.5 compare sets of data

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		E8.6 evaluate presentations & analyses E8.7 determine likelihood of occurrence of simple events
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F	Algebraic Relationships – discover, describe & generalize simple & complex patterns & relationships. In the context of real world problem situations, use algebraic techniques to define & describe the problem to determine & justify appropriate solutions	F4.3 work with simple linear patterns & relationship F4.4 recognize variability in simple functional relationships F4.5c use simple equations/inequalities to record/describe solutions F8.1d work with algebraic expressions – add/subtract expressions F8.2 work with linear/nonlinear patterns & relationships F8.3 recognize, describe, analyze functional relationships F8.4b, d use linear equations/inequalities: solve by different methods; use to record/describe solution strategies F8.5 recognize & use generalized properties and relations
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Other Comments

Math is a strong match to the curriculum and very often exceeds the standards in repetition of the skill and level of the skill. This was the most complete match of all the curriculum areas. Most of the skills with 3 or less occurrences outlined above are in the 8th grade area.

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SCIENCE	
Content Standards Framed as “Students in Wisconsin will...”	Performance Standards addressed fewer than 3 times in curriculum
A Science Connections – understand unifying themes: systems, order, organization & interactions; evidence, models & explanations; constancy, change & measurement; evolution, equilibrium & energy; form & function among scientific disciplines	A4.4 when studying science problems decide which themes are important A8.2 describe limitations of science systems A8.4 collect evidence to show that models develop as explanations A8.5 show how models/explanations based on systems were changed as new evidence accumulated A8.6 use models/explanations to predict actions & events in natural world A8.8 use themes of evolution, equilibrium, energy to predict future events or changes in natural world
B Nature & Science – understand that science is ongoing & inventive & that scientific understandings have changed over time as new evidence is found	B8.4 describe types of reasoning/evidence used outside of science to draw conclusions about natural world B8.5 explain ways science knowledge is shared, checked, extended and how these processes change over time B8.6 explain ways in which scientific knowledge is useful & limited when applied to social issues
C Science Inquiry – investigate questions using scientific methods & tools, revise personal understandings to accommodate knowledge; communicate these understandings to others	C8.5 use accepted science knowledge/models/theories to explain results C8.8 use computer software/technologies to organize, process, present data C8.9 evaluate, explain, defend validity of questions, hypotheses, conclusions to investigations C8.10 discuss importance of results; implications of work
D Physical Science – demonstrate an understanding of physical & chemical properties of matter, forms & properties of energy, & the ways in which matter & energy interact	D8.2 use major ideas of atomic & molecular theories to describe physical and chemical interactions among substances D8.7 while conducting investigations on chemical/physical interactions, use commonly accepted definitions of energy & energy conservation D8.9 explain behaviors of various forms of energy by using models D8.10 explain how models of atomic structure of matter have changed over time
E Earth & Space Science – demonstrate an understanding of the structure & systems of the earth & other bodies in the universe & their interactions	All standards met
F Life & Environmental Science – demonstrate an understanding of the characteristics & structures of living things, the processes of life & how living things interact with one another & their environment	F8.4 explain heredity comprised of characteristic traits found in genes within cell of an organism F8.6 understand that an organism is regulated internally & externally F8.10 project how current trends in human resources use & population growth will influence natural environment; show how current policies affect those trends Meets many grade 12 standards
G Science Application – demonstrate an understanding of the relationship between science & technology & the ways in which that relationship influences human activities	G4.3 determine what science discoveries have led to changes in technologies that are being used in the workplace G8.5 investigate a specific local problem to which there is sci/tech solution; reasons for choices, new problems created. etc G8.6 use current info resources to identify examples of how scientific discoveries have resulted in new technology

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H	Science in Personal & Social Perspectives – use scientific information & skills to make decisions about themselves, Wisconsin & the world in which they live	H4.4 develop list of issues citizens make decisions about; describe strategies for becoming informed about science behind issues H8.1 evaluate scientific evidence used in media to address a social issue
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Other Comments

The Montessori curriculum was strong in the physical science fields. EAA helped to fill many of the other gaps as well as some lessons created such as “This for the Birds”, rock kits and other assorted lessons. As in math, most of the limited occurrences listed above were in the 8th grade standards.

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SOCIAL STUDIES	
Content Standards Framed as “Students in Wisconsin will...”	Performance Standards addressed fewer than 3 times in curriculum
A Geography – learn about geography through the study of relationships among people, places & environments	<p>A4.8 identify major changes in local community caused by humans; explain probable effects on community</p> <p>A4.9 give examples to show how sci/tech knowledge has led to environmental changes</p> <p>A8.3 use an atlas to estimate distance, calculate scale, identify dominant climate/land use patterns, compute population density</p> <p>A8.10 identify major discoveries in sci/tech; describe social & economic effects of physical/human environment</p> <p>A8.11 give causes/consequences of global issues</p>
B History – learn about the history of Wisconsin, the U.S. and the world, examining change & continuity over time in order to develop historical perspective, explain historical relationships & analyze issues that affect the present and the future	<p>B4.4 compare/contrast changes in contemporary life with life in past by looking at social/economic/political/cultural roles played by individuals</p> <p>B4.5 identify historical background/meaning of important political values</p> <p>B4.8 compare/contrast past/present technologies in transportation, energy & communication; weigh benefits and harm</p> <p>B8.4 explain how events may be interpreted differently</p> <p>B8.5 use historical evidence to support a position</p> <p>B8.6 analyze important political values</p> <p>B8.9 explain the need for laws/policies to regulate technology/science</p> <p>B8.11 summarize major issues of Native American tribes</p> <p>Some activities match to several grade 12 standards</p>
C Political Science & Citizenship – learn about political science & acquire knowledge of political systems necessary for developing individual civic responsibility by study the history & contemporary uses of power, authority & governance	<p>C4.1 identify/explain individual responsibility to family, peers, community and need for civility and respect</p> <p>C4.2 identify documents in which rights of citizens are guaranteed</p> <p>C4.4 explain basic purpose of government; recognize 3 levels</p> <p>C4.5 explain how civic actions contribute to well being of community</p> <p>C4.6 locate, organize, use relevant info to understand an issue; take into account viewpoints of different groups</p> <p>C8.2 cite/discuss important political documents; explain function in American politics</p> <p>C8.3 explain how laws are developed; how purposes of government established, how powers of government acquired</p> <p>C8.4 explain separation of powers and balance at federal level</p> <p>C8.5 explain how federal system & separation of powers sustains both majority rule and minority rights</p> <p>C8.6 explain role of political parties & interest groups</p> <p>C8.7 locate, organize, use relevant information to understand an issue</p> <p>C8.8 identify ways in which advocates participate in public policy debates</p> <p>C8.9 describe role of international organizations</p>

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D	Economics – learn about production, distribution, exchange & consumption so that they can make informed economic decisions	<p>D4.2 identify situations requiring allocation of limited economic resources & appraise opportunity cost</p> <p>D4.3 identify local goods/services that are part of global economy</p> <p>D4.4 explain how business/industry depend on workers with skills</p> <p>D4.5 distinguish between private and public goods and services</p> <p>D4.6 identify economic roles of various institutions</p> <p>D8.1 explain how money makes it easier to trade, borrow, save, etc.</p> <p>D8.2 explain basic economic concepts</p> <p>D8.3 describe WI role in national and global economies</p> <p>D8.4 describe how investments in human/physical capital affect standard of living</p> <p>D8.5 give examples of how government provides for defense, health, etc</p> <p>D8.6 explain various points of view concerning economic issues</p> <p>D8.7 identify location of concentrations of natural resources; describe how their acquisition & distribution generates trade, shapes economy</p> <p>D8.8 explain how new businesses take risks to provide goods/services</p> <p>D8.9 explain why earning power depends on productivity</p> <p>D8.10 identify economic roles of institutions</p> <p>D8.11 describe how personal decisions have global impact on issues</p>
E	Behavioral Sciences – learn about behavioral sciences by exploring concepts from sociology (the study of interactions among individuals, groups & institutions, psychology (the study of factors that influence individual identity & learning) & anthropology (the study of cultures in various times & settings)	<p>E4.6 give examples of institutional influences on laws, rules, etc</p> <p>E4.7 explain why individuals respond in different ways to events</p> <p>E4.10, 8.8 explain how the media influences opinions, choices, decisions</p> <p>E4.12 give examples of important contributions made by individuals</p> <p>E4.14 describe how differences in cultures lead to misunderstandings</p> <p>E4.15 describe instances of cooperation and interdependence</p> <p>E8.1 explain influence of prior knowledge, motivations, etc.</p> <p>E8.2 explain factors that contribute to individual identity/development</p> <p>E8.6 describe influence of race, ethnicity, status, gender, etc.</p> <p>E8.7 explain examples of bias, prejudice</p> <p>Match to many grade 12 standards</p>

Other Comments

Very few gaps were found in social studies with most of the gaps in 8th grade standards. The gaps were easily filled by purchased resources, single copies of textbooks as resources, school library books and local resources.

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ART & DESIGN	
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A Visual Memory & Knowledge – know & remember information & ideas about the art & design around them & throughout the world	A4.3, 8.3 learn basic styles of art A8.1 develop mental storehouse of images A8.6 identify ways art is basic to thinking and communicating
B Art & Design History, Citizenship & Environment – understand the value & significance of the visual arts, media & design in relation to history, citizenship, the environment & social development	B4.7 , 8.7 understand environmental/aesthetic issues related to design packaging B8.5 understand how choices in art are shaped by culture B8.6 analyze, interpret, judge art from various cultures
C Visual Design & Production – design & produce quality original images & objects such as paintings, sculptures, designed objects, photographs, graphic designs, videos & computer images	C8.5 use thumbnail sketches to experiment C8.8 reflect on work during creative process
D Practical Application – apply knowledge of people, places, ideas & language of art & design to daily lives	D4.6, 8.6 use fluency, flexibility, elaboration, originality to solve problems D8.1 know history, architecture of community D8.2 know artists, designers in community D8.5 learn common language in art
E Visual Communication & Expression – produce quality images & objects that effectively communicate & express ideas using varied media, techniques & processes	E4.2 communicate basic ideas by producing design art forms All grade 8 standards
F Visual Media & Technology – understand the role of & be able to use computers, video & other technological tools & equipment	All grade 4 standards All grade 8 standards
G Art Design & Criticism – interpret visual experiences such as artwork, designed objects, architecture, movies, television & multimedia images using a range of subject matter, symbols & ideas	All grade 8 standards
H Visual Thinking – develop perception, visual discrimination & media literacy skills to become visually educated	H8.1 look at things using different methods and tools H8.5 be able to read complex maps, charts, plans H8.6 make, interpret photographs and videos
I Personal & Social Development – use senses & emotions through art & design to develop minds & to improve social relationships	I4.3 talk or write about feelings in a work of art I4.4 recognize own feelings when looking at work of art All grade 8 standards

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J	Cultural & Aesthetic Understanding – reflect upon the nature of art & design & meaning in art & culture	All grade 8 standards
K	Making Connections – make connections among the arts, other disciplines, other cultures and the world of work	K8.5 know about a range of art activities K8.6 explore similarities/differences of world cultures
L	Visual Imagination & Creativity – use imagination & creativity to develop multiple solutions to problems, expand minds & create ideas for original works of art & design	L4.3 explore role of personal traits in creating quality art and design All grade 8 standards

Other Comments

Meet the Masters filled many of the gaps found in the Montessori curriculum. Several supplemental units were created to match the state standards. There is room for teachers to create more lessons than the ones linked. Suggested titles were given to inspire further development of units by teachers. In addition, a strong look at ITLS in this content area is recommended. There are several standards that could benefit from integrating ITLS with an art standard.

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MUSIC		
	Content Standards Framed as “Students in Wisconsin will...”	Performance Standards addressed fewer than 3 times in curriculum
A	Singing – sing alone & with others a varied repertoire of music	A8.2 sing expressively with technical accuracy
B	Instrumental – play alone & with others a varied repertoire of music	B8.1 perform at least one instrument accurately B8.2 perform with expression & technical accuracy B8.3 perform music representing diverse genres B8.4 play by ear simple melodies on an instrument
C	Improvisation – improvise music	C8.2 improvise melodic embellishments & simple rhythms C8.3 improvise short melodies unaccompanied
D	Composition – compose & arrange music	D8.2 arrange simple pieces for voices or instruments
E	Notation – read & notate music	E8.2 sight read simple melodies in both treble & bass clefs
F	Analysis – analyze & describe music	F8.2 demonstrate knowledge of meter, rhythm, tonality, intervals, chords, harmonic progressions
G	Evaluation – evaluate music & music performances	G8.1 develop criteria for evaluating quality & effectiveness of music performances and compositions
H	The Arts – relate music to the other arts & disciplines outside the arts	H8.2 compare terminology/contrasting definitions used for various artistic elements in 2 or more arts
I	History & Culture – relate music to history & culture	

Other Comments

The music curriculum is primarily being met by outside sources. Many resources can be found on the Internet. Hands-on materials are needed for successful implementation of music standards. Because of the cost of musical instruments, it was suggested that the school implement an “adopt an instrument” program to assist in equipping the classrooms with needed instruments.

Note that some links in the EXCEL spreadsheet for music may be a dead end – the trick is to find the homepage address and then search for the unit. Some websites don’t allow you to level into the site so even though the web address is correct, you may need to go a few extra steps on some of the links to find the unit for that particular standard.

You may also note that the music curriculum has many resources on the “Resource Page.” Even though some of them may not be linked, there is a vast amount of ideas and resources for you to use for the music program. Our subject consultant added many original resources that she developed for her students.

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HEALTH	
Content Standards Framed as “Students in Wisconsin will...”	Performance Standards addressed fewer than 3 times in curriculum
A Health Promotion & Disease Prevention – understand concepts related to personal health promotion & disease prevention	All grade 8 standards
B Healthy Behaviors – practice behaviors to promote health, prevent disease & reduce health risks	B4.6 demonstrate strategies to improve/maintain health All grade 8 standards
C Goal Setting & Decision Making – demonstrate the ability to use goal-setting & decision making skills to enhance health	C4.2 explain when to ask for help in making health decisions C4.4 set a personal health goal, track progress toward goal All grade 8 standards
D Information & Services – demonstrate the ability to access valid health information & services	D4.2 demonstrate ability to locate resources on health info D4.3 explain how media influences selection of health info All grade 8 standards
E Culture, Media & Technology – analyze the impact of culture, media, technology & other factors on health	E4.2 explain how media influences thoughts, feelings, behaviors E4.3 describe ways technology can influence personal health All grade 8 standards
F Communication – demonstrate the ability to use effective interpersonal communication skills to enhance health	F4.2 demonstrate healthy ways to express needs, wants, etc. All grade 8 standards
G Advocacy – demonstrate the ability to advocate for personal, family, school & community health	All grade 4 standards All grade 8 standards

Other Comments

There are not a lot of units that meet the health standards in the Montessori Curriculum especially in Standards E and G. The gaps were filled by the following programs:

- DARE (local but available throughout WI communities)
- EAA (Experimental Aircraft Association) kit
- Health Care Professional Panel (lesson created by consultant)
- Second Steps (a great resource for this curriculum)
- Jump Rope for Heart (local but available throughout WI communities)

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PHYSICAL EDUCATION		
	Content Standards Framed as “Students in Wisconsin will...”	Performance Standards addressed fewer than 3 times in curriculum
A	Leading an Active Lifestyle – exhibit a physically active lifestyle	Met
B	Physical Skill Development – demonstrate competency in many forms of movement & proficiency in some	B4.2 adapt physical skill to demands of an unpredictable environment - balancing B4.3 acquire beginning skills for specialized movement forms B4.4 apply combined movement skills in a variety of settings All grade 8 standards
C	Learning Skills – apply concepts & principles of movement to learning & development of physical skills	C8.2 identify critical elements of more advanced movement skills
D	Understanding Physical Activity & Well being – understand that physical activity provides opportunities for enjoyment, challenge, self expression & social interaction	Met
E	Health-enhancing Fitness – achieve & maintain a health-enhancing level of physical fitness	E8.2 assess physiological indicators of exercise E8.3 apply basic principles of training to improve physical fitness E8.5 design a personal health fitness program
F	Respectful Behavior – demonstrate responsible personal & social behavior in physical activity settings	F8.1 identify positive/negative peer influence
G	Understanding Diversity – demonstrate understanding & respect for differences among people in physical activity settings	Met

Other Comments

As with art, music, and health, this was a “from scratch” curriculum area. There are many items on the Resource Page that will be helpful to teachers such as the stations unit, letter on tennis shoes, etc. Basically the S.M.A.R.T program and the following 3 resource books filled the gaps.

Landy, Joanne and Maxwell. Ready-To-Use P. E. Activities for Grades K-2 (Ready-To-Use Physical Education Activities) (Paperback).

Landy, Joanne and Maxwell. Ready-To-Use P. E. Activities for Grades 3-4 (Ready-To-Use Physical Education Activities) (Paperback)

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Landy, Joanne and Maxwell. Ready-To-Use P. E. Activities for Grades 5-6 (Ready-To-Use Physical Education Activities) (Paperback).

INFORMATION TECHNOLOGY LITERACY		
	Content Standards Framed as “Students in Wisconsin will...”	Performance Standards addressed fewer than 3 times in curriculum
A	Media & Technology – select & use media & technology to access, organize, create & communicate information for solving problems & constructing new knowledge, products and systems	Not addressed in curriculum
B	Information & Inquiry – access, evaluate & apply information efficiently & effectively from a variety of sources in print, non-print & electronic formats to meet personal & academic needs	Not addressed in curriculum
C	Independent Learning – apply information & technology skills to issues of personal & academic interest by actively & independently seeking information; demonstrating critical & discriminating reading, listening & viewing habits; striving for personal excellence in learning & career pursuits	Not addressed in curriculum
D	The Learning Community – demonstrate the ability to work collaboratively in teams or groups, use information & technology in a responsible manner, respect intellectual property rights, & recognize the importance of intellectual freedom & access to information in a democratic society	Not addressed in curriculum

Other Comments

Information Technology Literacy Standards (ITLS) were difficult to assess because many of the standards can be met through supplemental classroom lessons, experiences in the media center, and students using different medias to express their knowledge. The intent of the ITLS is to integrate the skills into appropriate lessons and other subject standards. It appears to be a weakness in several curricular areas and Montessori teachers expressed they would like more guidance on how to integrate ITLS into the curriculum in the future.

There is a link to the Eau Claire ITLS where teachers can review the standard area and standard number where the ECASD integrated the standards. They are a leader in the state in matching the

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ITLS with state standards and then creating lessons that bridge ITLS with other curriculum areas. These lessons were developed for the traditional school setting but could be a source for writing an appropriate lesson for Montessori.

Spanish

Twenty-five of the forty standards were met using the SymTalk program. It was not our intent to create lessons for the gaps in this curriculum but simply demonstrate how one program could meet more than half of the standards. This curriculum area was matched on the second year of the grant and was never cross-matched in other curriculum areas as the other curriculum areas reviewed by Tamara Sharp. As you read the breakdown below, you will notice that some of the “light or no coverage” would probably have been met in other curriculum areas such as social studies.

Here is the breakdown. There was light or no coverage of:

- oral communication
- reading comprehension
- directions and commands
- beliefs and attitudes
- historical influences
- cultural contributions
- how cultures
- shape our views of the world
- write and discuss other school subjects in Spanish
- popular media
- idioms
- translations
- characteristics of culture
- community service and outreach
- careers.